**Current Performance Level**

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| *What can the student currently do?*  This reflects a student’s current level of educational performance *based on the student's* *specific disability*.   * Current academic performance   Areas where the student demonstrates a *disability and/or difficulty*  Methods & tools that help the student  Highlight level of support the student requires in order to make progress  Attendance data (if affects student progress)  Disciplinary data (if affects student progress)  Teacher feedback and support staff input |

**Measurable Annual Goals**

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| What challenging, yet attainable, goal can we expect the student to meet by the end of the IEP period?   * Goals are broad & skill based * Reflect individual student needs ***based upon the disability***. * Related to Current Performance Level * Describes what the child will do; Should be what we expect of regular education students within the grade-level & curriculum * Measurable * Observable   Goals have five components.  1. **Direction of change**  Increase, Decrease, Maintain  2. **Deficit or excess**  Examples*: Areas of deficit behavior Areas of excess behavior*  Reading comprehension Physical aggressiveness  Math computation Touching or hitting other children  3. **Present level of performance**; description of what the child now does in the area of deficit or excess and can be stated as:  Ex: Reading at the primer level  Writing one word responses  4. The expected annual ending **level of performance**  Ex: Reading a first grade passage  Writing multiple paragraphs  5. **Resources needed** to accomplish the expected level of performance.  Ex: Speech therapy  One-to-one instruction  Small group instruction  \*Special Education and Due Process Procedures Manual |

**Benchmarks/Objectives**

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| ***What will the student need to do to complete this goal?***  Objectives are specific & measurable – Do NOT use percentages!  All objectives relate specificallyto the goal & intended result and specifies the changes we expect   * **Measurable**   Use words such as: Construct  Explain  Write  Create   * Identify the **time frame and criteria** for meeting the goal   Ex: 3-5 paragraphs  4 out of 5 opportunities per trimester   * Include the **conditions** in which they will achieve the goal   Ex: Across the curriculum  Within the LA classroom   * Identify **the tool or device** used to measure the progress   Ex: Surveys  Formative/Summative assessments  Observational data (formal & informal)  Rubrics   * Identify levels of proficiency & specify the result! |